



# **International Project Management**

## **How to Establish a Successful Master's Degree Programme**

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Bachelor's thesis  
May 2014  
Degree Programme in  
International Business

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## **ABSTRACT**

Tampereen ammattikorkeakoulu  
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How to Establish a Successful Master's Degree Programme

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This thesis was commissioned by Tampere University of Applied Sciences for the establishment and design of their newly approved Master's degree programme in International Project Management. The main objective was to create a successful and internationally recognisable programme. The purpose of this thesis was to provide background information on the function and regulations of higher education in Finland, conduct secondary research in order to identify comparable programmes and their content and primary research in the form of a survey to identify target applicants, and lastly make use of social media marketing.

The secondary research conducted through benchmarking provided information regarding the topics covered by high-ranking programmes in tertiary education institutions globally. This information was used as a basis for the current curriculum on the year of implementation. The primary research conducted through a survey, which was sent to the Business Administration alumni members of Tampere University of Applied Sciences, served the purpose of marketing and provided a clearer identification of the target applicants, their current situations, and areas of interest.

The social media marketing efforts were minimal and efficient. A blog page was created, which received a lot of traffic and questions regarding the programme, and Facebook and LinkedIn updates were posted by the Head of the programme who has a well-established social media community.

The outcome of the research conducted and the social media efforts was a record-breaking amount of applications received. The Master's degree programme in International Project Management received more applications than any other Master's degree programme has ever received at Tampere University of Applied Sciences. The applications were filtered through and the final selections were made in May 2014. The programme commences in August 2014.

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**ABBREVIATIONS AND TERMS**

EU	European Union
EHEA	European Higher Education Area
ECTS	European Credit Transfer and Accumulation System
TAMK	Tampere University of Applied Sciences
IPM	International Project Management
PM	Project Management
TCA	TAMK Consulting Academy
PMI	Project Management Institute
PMBOK	Project Management Body of Knowledge
BBA	Bachelor of Business Administration
Eligible	Qualified; meeting the standard requirements

## **1 INTRODUCTION**

This thesis aims at introducing, undertaking and analysing the processes employed in order to design a successful new Master's degree programme in International Project Management (IPM) at Tampere University of Applied Science (TAMK) by working together with the Head of the Programme as an Assistant Programme Coordinator. In order to understand the necessity of creating a new Master's programme at TAMK, one must first understand how the education system works generally and especially in Finland; how it came to be what it now is and what it comprises of.

### **1.1 Higher Education in Finland**

At various Universities in Finland, as well as most other European countries, all degree programmes are created in conjunction with the so called Bologna declaration, which is a formal statement signed by the European Union (EU) countries and created as a part of the EU's effort to standardize the education system.

#### **1.1.1 European Union and Bologna Process**

Finland joined the EU in 1995. The EU currently joins 28 European countries by an economical and a political partnership. The union was initially developed to allow countries to become interdependent in order to thrive and prevent conflict, but grew into something far more. Regarding the education policies of the EU, each country makes its own, supported by good practice shared and joint goals set by the EU, through the Bologna Declaration of 19 June 1999.



FIGURE 1 *EU member states*

The Bologna Declaration (1999) was implemented and signed by the ministers of higher education from various EU countries, including Finland's Minister of Education and Science. This declaration is aimed at designing the structure and basis of a common European Higher Education Area (EHEA). It is the framework that stipulates how the EHEA system should be developed; aimed at increasing the international competitiveness and attractiveness of the EHEA by (1) having comparable criteria and methodology, (2) having a uniform graduation cycle structure, (3) establishing the European Credit Transfer and Accumulation System (ECTS).

The graduation cycle structure refers to the order and title of higher education and is based on a three-cycle model. The first cycle results in a Bachelor-level degree (lasts a minimum of 3 years), which is considered to be an acceptable level of qualification in the European labour market. The second cycle results in the obtaining of a Master's degree, and then postgraduate degrees are the third and last cycle.

ECTS is a credit accumulation and transfer system that is fundamental in the design of the Bologna Process. It provides numeric value (credits) to the learning process of students and the work that they have completed. This value accumulates over time and participation, and once the student reaches the required credit count, they may graduate. In Finland, for example, most courses offered at universities of applied sciences for Bachelor degree students are valued at 5 credits, internships at 30 credits, exchanges at 20-30 credits, and in order to graduate, one must accumulate 210 credits. ECTS works especially well in providing European citizens the opportunity to study and work abroad with an incontrovertible system of credits, accredit courses they may have already covered in past studies facilitating student mobility, and it also guides institutions in their curricular design and assists with quality assurance.

## 1.2 Tampere University of Applied Sciences

There are two main sectors of higher educational systems in Finland, universities and universities of applied sciences (also still called a polytechnic in some countries). The difference between the two is that, where a Finnish university is scientific research and academic studies based, a university of applied sciences is more concentrated on the practical application of knowledge in specific professions. In order for someone to apply for a Master's Degree program at a university of applied science in Finland, one would require a Bachelor's degree (3 – 5 years full-time studying), as well as a minimum of three years working experience in the appropriate field. At a university one would not need to have any working experience and can study immediately after completing their Bachelor's degree.

Founded in 1996, Tampere University of Applied Sciences (TAMK) prides itself on being a diverse and international university of applied sciences, and their aim is to provide a practical approach to learning that shapes students with the professional skills that are truly needed in the working world. According to TAMK's annual report (2012), TAMK employs over 700 staff and provides education to over 10 000 students in total. There is also a constant increase in both youth and adult students and the popularity of English degree programmes.

<b><i>Focus Areas</i></b>	<b><i>Development Themes</i></b>
Wellbeing entrepreneurship	<b>Internationalisation</b>
Senior services	Future expertise
Culture export	<b>Partnerships and client relations</b>
Intelligent industrial vehicles	
Environmental effects of facilities	
Entrepreneurship pedagogy	

FIGURE 2 *TAMK's Focus Areas and Development Themes*

TAMK currently offers five Bachelor degree programs in English, and only one Master's degree program in English, Information Technology. In order for a university of applied sciences to be truly considered such, it is compulsory that they offer both Bachelor's and Master's degree programmes. TAMK's current offering in Master's is so specifically related to technology, that only engineers can apply to the programme, and therefore, there is a void in the Master's offerings at TAMK; this is where the need arose for a new Master's degree programme.



FIGURE 3 *Tampere University of Applied Sciences*



### 1.3 International Project Management

Projects are defined as a set of processes that have a beginning and end, as well as a specific goal, which usually is the aim to create or improve a product, service, or function. Projects can be as simple and small as an assignment one does in primary school, something personal such as improving one's garden, or in a company, projects, although temporary, can be much more complex and continue over a large period of time. The idea is that to define something as a project, one passes through the phases of initiating, planning, executing, and closing off (Newell and Grashina, 2004).

There are four general types of projects:

1. Civil Engineering, Construction, Petrochemical, Mining and Quarrying
2. Manufacturing
3. Management and Business Change, IT
4. Scientific Research

The third type, Management or Business Change projects, is the reason almost every company, regardless of size, will reach a certain point where project management will become a compulsory tool (Lock, 2013). These types of projects include relocation of offices, marketing campaigns, event preparation, and many others. The expectations of companies and their complexity and need to be efficient are a large cause in the need for projects and project management.

The Project Management Body of Knowledge (PMBOK) defines project managements as “the application of knowledge, skills, tools and techniques to project activities in order to meet the stakeholder's needs and expectations from a project.” Also defined by the PMBOK are the nine main knowledge areas of project management (Burke, 1999):

- Project Integration
- Project Scope Management
- Project Time Management
- Project Cost Management
- Project Quality Management
- Project Human Resource Management

- Project Communications Management
- Project Risk Management
- Project Procurement Management

The Project Management Institute (PMI) is a non-profit membership association for professionals in the area of project, programme and portfolio management, founded in 1969. This institute covers many aspects of PM including certification for professionals, globally recognized standards for PM, training and education seminars, extensive research programmes, and more. This is just one of many organisations dedicated to the definition and importance of PM.

Upon browsing their webpage, a recent article entitled “EU Regulations Increase Importance of Project Management” (April 2014) struck particular interest. Below is an extract from this article:

The European Union (EU) has approved regulations that increase the importance of applied project management skills and methods as criteria for selecting beneficiaries of EU cohesion and structural funds. These two funds are the financial instruments of EU regional policy. The regulations see project, program and portfolio management skills as part of the solution to the challenge of authorities involved in the management of control of programs and beneficiaries lacking the proper skills to get projects completed successfully.

This article alone shows that PM, even on an international scale is becoming increasingly important every year. This is the reason that International Project Management was chosen as the area of knowledge that will prove to be most valuable to students and to TAMK as an educational institution.

## 2 RESEARCH OBJECTIVES

By the end of 2013, there was a gap in the range of English Master's degree programmes offered at TAMK. A new programme was then proposed to and approved by the Ministry of Education; a Master's Degree programme in International Project Management.

In order to properly carry out the necessary steps in making the programme official, as well as to combine TAMK's focus areas and development strategies with those of the head of the programme and the Ministry of Education, the first step is to realise your goal and what you ultimately wish to accomplish. Our goal and research objective was ultimately to design a Master's degree programme that is successful in the opinion of the Ministry of Education, the equivalent of a programme that will attract a high ratio between number of applications received and number of applicants we are able to accept. This means that we have a larger filter and are able to select applicants based on the quality of their applications instead of accepting all who apply to fulfil minimum requirements. This is how the Ministry of Education is able to justify whether the programme is worth funding and continuing in the future as there is not set criteria used to evaluate the content of the course. However, in order for our Master's programme to be popular on a high (and possibly international) level, it is compulsory for us to be of comparison to or better than our competitors so that interest applicants can recognise the topics being covered and the courses being offered. It is also possible for us to reach out to probable eligible applicants through media and research.

As this programme is completely new, and first of its kind in Finland, a substantial amount of research and marketing was required to achieve these goals. The first meeting was held on 04.12.13 attended by myself, one of the organising lecturers, and the head of the programme. At this meeting, we discussed topics such as course contents, applicant requirements, pre-task requirements, credit allocation, programme schedule, and a general overview of all the work required to accomplish our goal mentioned above.

A summary of the meeting concluded that the programme would be for adults with a BBA or Engineering degree, as well as an additional 3 years of working experience in their field. This experience is compulsory according to regulations set by the Ministry of Education for universities of applied sciences.

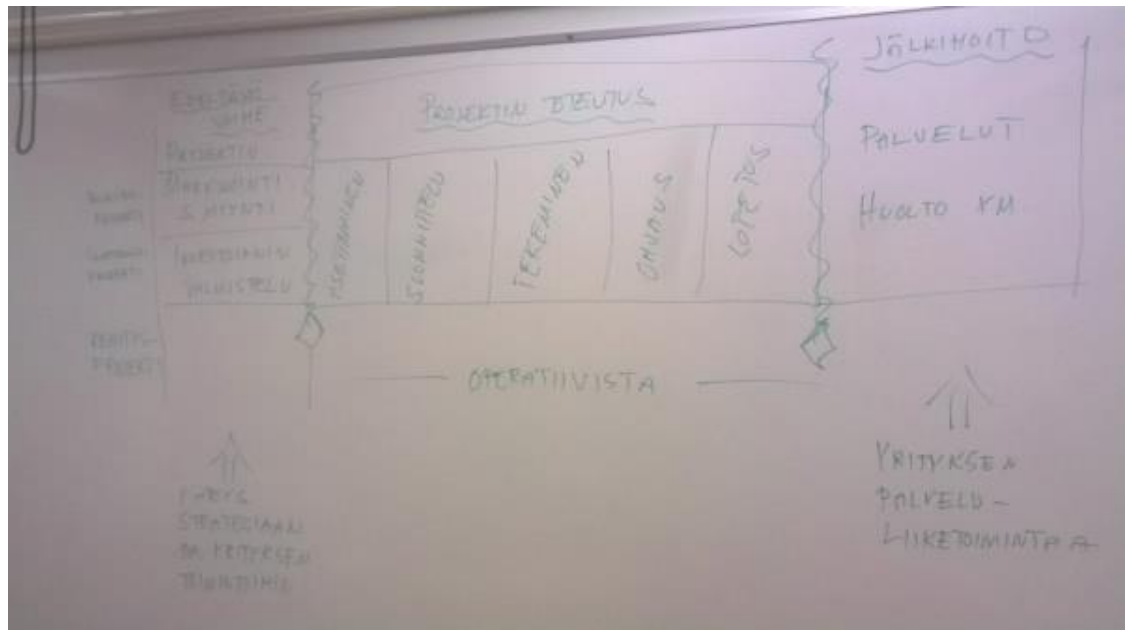


FIGURE 4 Photograph of first meeting drafting

It was also decided that BBA applicants would require a total of 90 credits and engineers only 60 credits in order to complete this course. The reason for this is that engineers require 240 credits for their Bachelor's degree, whereas a Bachelor's degree of Business Administration requires only 210 credits.

The following was suggested as the best method to continue progress:

- Benchmarking of similar courses available globally at other universities and what they entail in order to identify our competitive position and create a curriculum accordingly
- Supervising of a survey which will be sent to the BBA alumni with the purpose of finding out what their thoughts are on this degree programme, what skills they would like to learn, and who our potential students are
- Interviewing the people involved (such as teachers and supervisory board members) and posting these interviews on the IPM blog page that will be created to provide interesting information to and answer any questions from interested applicants
- Communicating with partnering universities to discuss ideas and courses (done by head of the programme).

The purpose of this thesis is to explain the background information, describe the process, and analyse the results and outcome of creating an ideal Master's degree for Tampere University of Applied Sciences by completing the necessary primary and secondary research and marketing and interpreting the results. After reading this document, one should be able to follow the steps provided and understand what the purpose of the backstage and onstage processes are, how they work, and why they are necessary. It is important to follow an example of what results can be achieved through various research methods and what kind of outcome can be received in order to understand how they work in reality in the field of tertiary education.

What is to follow comprises of the reasons, phases and processes of the secondary and primary research methods conducted, as well as the marketing efforts and their successful outcome.

### 3 SECONDARY RESEARCH

Secondary data refers to data that has already been collected for other purposes. In order to determine if secondary data research and collection is the solution to acquiring the information you seek, you need to (1) identify clearly your research needs, (2) define the research problem and questions, and (3) specify the research objectives and confirm the value of the information (Hair, Bush and Ortinau, 2009). The research need has been identified as the need to understand the tertiary education field's current offerings in international project management on a Masters level. The research questions are (a) what content do other programmes contain, (b) what are important global topics to be acknowledged, and (c) how many similar programmes are available globally. The research objective is to use the acquired information, not only a marketing tool, but as a basis for the structure and content of our own programme.

Secondary data for purposes of international marketing research can be found from a large variation of external sources, the main sources being governments, international organisations, service organisations, trade associations, directories and newsletters, electronic information services, and other firms (Czinkota and Ronkainen, 2010). For the purpose of this thesis, I have chosen to focus on using electronic information services to gain competitive intelligence (also referred to as competitive analysis benchmarking) of other universities. This method is most appropriate due to the nature of the research goal (all information needed is available online) and the limited resources available (cost/time-effective approach).

#### Steps in Conducting Competitive Intelligence Research

Step 1:	Determine research objective(s)
Step 2:	Identify competing companies and factors of interest
Step 3:	Conduct online research
Step 4:	Compile data in summary tables
Step 5:	Interpret results
Step 6:	Prepare and present findings

FIGURE 5 *Steps for competitive intelligence research (Hair, Bush and Ortinau, 2009)*

### 3.1 Benchmarking

Benchmarking is ultimately and simply defined as is “the process of identifying, understanding, and adapting outstanding practices and processes from organisations anywhere in the world in order to help your own organisation to improve its performance” (Macdonald and Tanner, 1998). What this means is that by conducting competitive intelligence research, or comparing the product or service offered or processes used in other companies in the same industry, you can analyse their strengths and weaknesses in order to improve your own product, service or process.

There are different types of benchmarking, the two main types being competitive analysis and best practice benchmarking (internal, competitive, functional or generic). With a focus on tactical competitive analysis, I will be able to measure other universities’ product position and process performance, simply meaning that I will be able to find out which universities globally offer the best programme and why they are the best.

Focus	Market	Business
Strategic	<ul style="list-style-type: none"> <li>• Industry analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Customer satisfaction</li> <li>• Employee satisfaction</li> <li>• Community perception</li> <li>• Business results</li> </ul>
Tactical	<ul style="list-style-type: none"> <li>• Product positioning</li> <li>• Reverse engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Process performance</li> <li>• Measures</li> </ul>

FIGURE 6 *Competitive Analysis Benchmarking categories (Macdonald and Tanner, 1998)*

### 3.2 Finding the database

Initially, after some basic online research, there were close to thousands of similar programmes and it proved unnecessary to benchmark every programme available, therefore the list had to be narrowed down to find the best ones. There are many databases to help one find suitable degree programmes or high ranking schools or programmes. With there being so many, the next step was to figure out which was the most accurate, reliable and relevant source. After sampling the options available, Eduniversal Best Masters proved to meet the criteria most appropriately.

Eduniversal Best Masters is a website that classifies business related Master's degree programmes (as well as other programmes) in ranking instead of their institutions. The ranking is based on the reputation of the programme, the salary of the 1<sup>st</sup> employment, and the satisfaction of the students. These criteria are evaluated and given a score, and the total score is what determines whether the programme is one star, five stars or something in between. There are other small aspects that award bonus points such as the participation of students in the survey, the possibility of students being able to work or train in companies abroad, the number of different nationalities, etc. The International Scientific Committee is a 9 member team of experts who are the ones responsible for the evaluation.

### 3.3 Collecting the data

The consequent action was to collect the relevant information required from this database. There were a few different processes to find the desired information. The chosen process was finding world ranking programmes by field of study, and the field selected was 'Engineering and Project Management'. This process was chosen because of its stability, as opposed to using a search tool which may rule out possible similar programmes and instead include others that are of no relevance at all. Choosing to list programmes by field of study provided all Master's programmes related to that field, which meant that many programmes were still too engineering based and the lists had to be narrowed down once again.



Each list from each continent was analysed and the more project management related programmes were highlighted. Some lists were short (under 10) and some lists were longer (over 30). Once the lists were organised, the following action was to check each and every significant school's website and find all the information available about the comparable programme. This kind of information included things such as pricing, schedule, and eventually most importantly, the content. The content of each programme proved to be the most interesting and valuable information to achieve the objective of creating our own programme because it was the most comparable information available. Other information such as pricing and schedules were less informative as the IPM programme at TAMK does not charge a tuition fee and also cannot adjust its timetable further. From the total possibility of 41 highly ranked project management programmes, only 25 of them provided the essential course outline information on their websites in English. Central Asia, Eurasia and the Middle East, and Latin America did not have any highly ranked programmes (according to the database used) that were in English and Project Management related. There were universities in western Europe (8), eastern Europe (2), far east Asia (3), North America (3), Africa (2), and Australia (7).

### 3.4 Accumulating and Analysing Data

The title of each course was then categorised into topic. For example, some courses may be titled 'Risk Analysis and Decision Making', which would then fall under the topics 'Risk Management' and also 'Decision Making'. Every time a topic was mentioned in a programme's curriculum, the number next to the topic would go up by one.

Specialised Topics Offered in Courses Worldwide	How often they appear in various Universities
Project Leadership	12
Strategic Project Management	12
Cost Estimation and Control / Management	11
Human Resource Management	10
Communications	9
Legal Aspects	9

FIGURE 7 *Extract from Excel Data Accumulation*

This process continued until all available information had been gathered and put into the format shown above. There was a total amount of 42 topics that appeared more than once. The most popular topics were ‘Risk Management’ (19), ‘Financing and Accounting’ (17), and ‘Strategic Project Management’ and ‘Project Leadership’ (both with 12). The information was then translated into a graph form.

The following graph (Figure 8) shows the kind of information necessary when designing a programme’s course structure. It shows what schools worldwide have included as topics for the courses in their high ranking programme, which is crucial to understand if you wish to be of comparison or to better what is available.

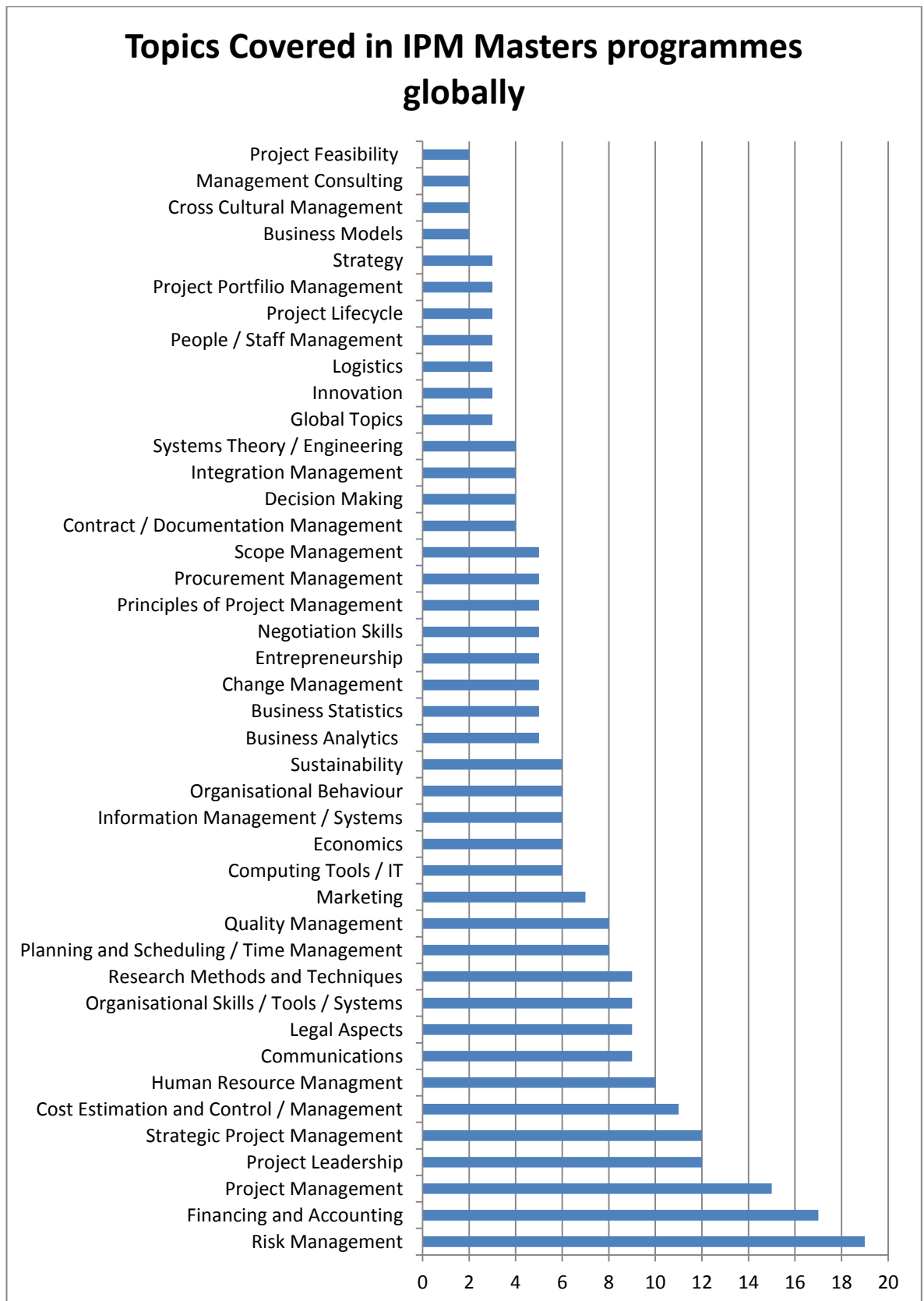


FIGURE 8 Graph display of Topics Covered in IPM Masters programmes globally

From this graph, we were clearly able to see what a good IPM programme should offer. At this point in planning, there were none involving a Risk Management course, which then proved to be of great importance. Our current resources were limited and therefore we conducted interviews to outsource the most suitable manager of this course. Topics such as legal aspects, tools and techniques for organising and planning, statistics and analytics, and other more scientific studies were ruled out due to the fact that TAMK is a university of applied sciences and we decided it best if the course contained content that was of a more practical nature instead of scientific or research based.

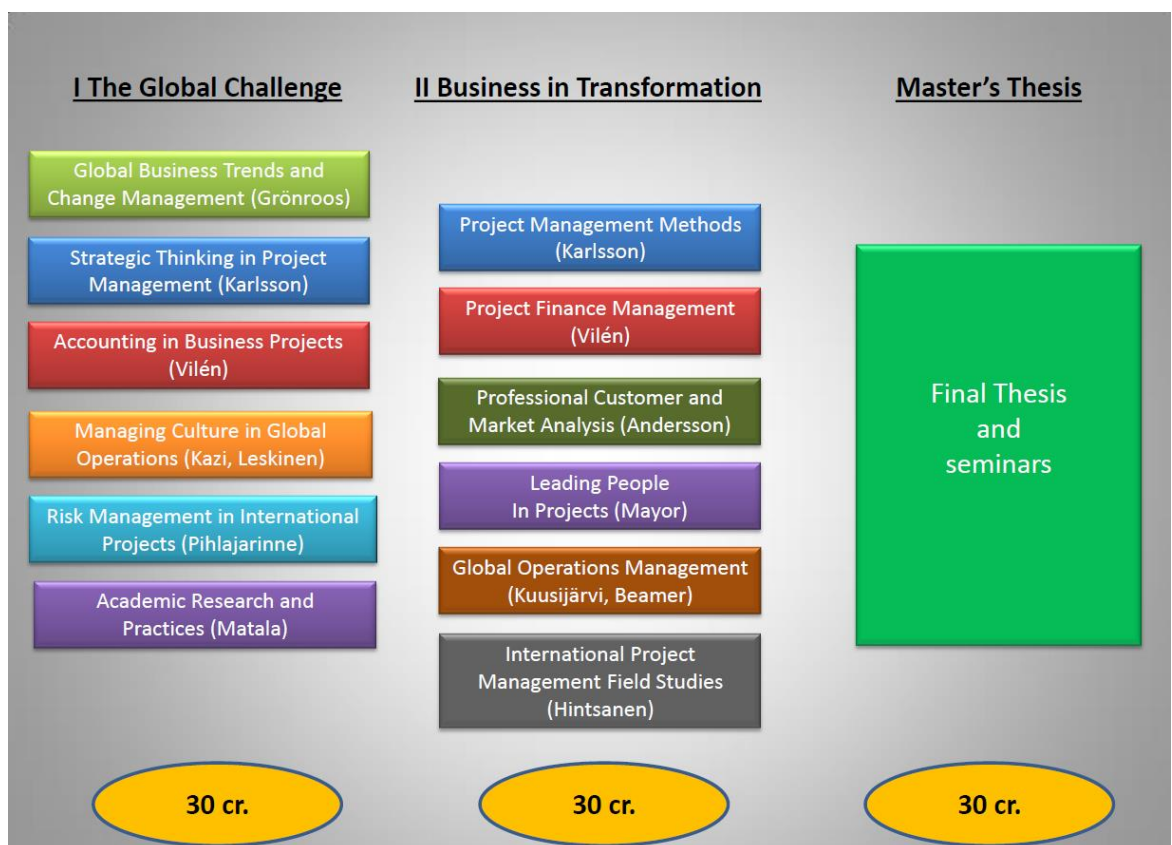


FIGURE 9 Draft of the IPM master's curriculum and layout

### 3.5 Curriculum Result

In the previous image (Figure 9), you can see the curriculum draft created by the head of the programme. The 90 credit programme is divided into 3 even sections, each containing 30 credits. These sections are (1) the global challenge, (2) business in transformation and (3) the final master's thesis.

#### 3.5.1 The Global Challenge

In this section, the focus is on the more basic knowledge that is required to move on to the next phase of the programme. The courses chosen to represent the first phase of the programme are:

- Global Business Trends and Change Management
- Strategic Thinking in Project Management
- Accounting in Business Projects
- Managing Culture in Global Operations
- Risk Management in International Projects
- Academic Research and Practices

Mr. Grönroos, Ph.D. in Intellectual Property Rights, and has over 25 years of experience in the field of project and knowledge management, and as the head of the programme has created a 'Global Business and Change Management' course in order for students to understand the concept of globalisation and its legal framework, the mechanisms, dynamics and impact of globalisation, the concept of human capital and its core role in a firm's innovation process, as well as forecasting methods and turnaround strategies amongst others. His goal is to create an environment that will allow students to be able to, once completing the course, detect legal and practical challenges of globalisation, analyse business environments, plan and execute business transformation concepts, develop organisational human capital and more.

Mr. Karlsson, whose education comprises of both technology (engineering and ICT) and business management, has created the course 'Strategic Thinking in Project Management' in order to educate students on core concepts of and tools for strategic man-

agement, strategy creation in organisations, and why projects are important to support change management. He aims to create students who can use strategic tools to analyse business positions, choose the appropriate strategic approach for a business, create a connection between strategy and operations (using BSC or Delta models), and initiate projects to implement the strategies learnt.

Mr. Vilén, Master of Economics, Accounting and Finance, has been a senior lecture at TAMK for many years in the field of accounting and finance, as well as project management. His first phase course, ‘Accounting in Business Projects’, aims to teach students the role and principles of finance and accounting, profit and loss calculations, balance sheets and cash flow statements, and key ratios and business profitability analyses. Once completing this course, students should be able to analyse financial statements, make financial plans, understand the importance of business liquidity and solvency, and understand the role of financial and management accounting.

The course ‘Managing Culture in Global Operations’ will be a two-part course, divided into theory, taught by Mr. Kazi, Doctor of Philosophy, Management and Culture, and simulation, guided by Mrs. Leskinen, Master of Economics. The theory aims to teach students the notion, elements, and emergence of culture, cultural influence in business activities, and work ethics in different cultural environments. The simulation of a business game will help students to understand the importance of cooperation and communication, pressure of uncertainty and time constraints in decision making, and how “bottle-necks” in supply chain processes impact a company’s productivity and profitability. On completion of the two-part course, students will be able to detect and understand cultural differences, manage multi-cultural organisations, analyse company financial data, manage material flow from suppliers to customers, and work in a global marketplace with a flexible personality.

Mrs. Pihlajarinne, Doctor of Technology and Industrial Management, our outsourced lecturer who has worked in various management positions for over 10 years, has provided the course outlines for ‘Risk Management in International Projects’. Her course will explain core terms and notions related to risk and risk management, different risk types and profiles in various business environments, and techniques and tools for risk identification and assessment. This should enable students to identify risks in projects

and companies using suitable techniques, analyse these risks and their consequences, and apply risk management effectively to avoid common pitfalls.

Mrs. Matala, Ph.D. in Tourism Research, and experience in teaching various research methods and techniques, will be educating students on the difference between everyday knowledge and scientific knowledge, nature, rules and ethics of academic research, and research strategies and concepts in her course ‘Academic Research and Practices’. This course aims to enable students to plan their thesis structure by using and applying concepts of academic research, identify, find and analyse academic texts, and apply academic reference techniques.

### **3.5.2 Business in Transformation**

This section of the programme is considered to contain more advanced courses, going further into important international project management topics. This phase of the programme contains 5 advanced courses, namely:

- Project Management Methods
- Project Finance Management
- Professional Customer and Market Analysis
- Leading People in Projects
- International Project Implementation
- Global Operations Management (under construction)

‘Project Management Methods’ will be taught by Mr. Karlsson. This course will focus on the core concepts of project management, such as the role of projects in different organisations, PM methods, processes and project life-cycle, and the basics of scope, time, cost, quality, human resource, communication, procurement, stakeholder and integration management. On completion, students should be able to plan, execute and manage projects within limitations by using various methods taught.

‘Project Finance Management’, taught by Mr Vilén, will go further into financing by specifically focusing on project accounting principles and practices. This course aims to enable students to make supportive management calculations, understand the need for

cost centres and project dimensions, prepare and adopt financial reports, obtain ideas for improving profitability, and rate investment based on financial outcome.

Mrs. Andersson, M.Sc. in Business Administration, has been teaching various basic and advanced marketing topics in TAMK for several years. Her course, 'Professional Customer and Market Analysis' helps students to understand strategic marketing models, concepts of marketing management, and the role and impact of and methods for various market analyses, in order to enable them to plan and execute customer and market analyses in an international context using appropriate research instruments, analyse and evaluate companies' internal resource base for creating competitive advantage, and convert research data into meaningful insight.

Mrs. Mayor, Doctor of Strategic Management and International Human Resource Management, will be teaching the course 'Leading People in Projects'. This course will provide students with the knowledge of current leadership theories and their implications in project management, different motivation theories, how to build trust in projects, and coaching in the role of a project manager. The aim is to create students who will be more authentic and effective in leading others in an international project management environment.

The last fully constructed course is titled 'International Project Implementation', and will be taught by Mr. Hintsanen, Master of International Relations. This content of this course will help students understand the characteristics of operating in an international environment, particularities of interaction and significance of cultural openness in international circles, and core elements of the international project certification process.

### **3.5.3 Final Master's Thesis**

This phase of the programme will require students to write their final thesis. Their theses should be based on the compulsory pre-task they attached with their applications to the programme. It is the development of that task plan into something that is concrete and compulsory in order to graduate.



## **4 PRIMARY RESEARCH**

Primary research is the other option for market research, when the information available cannot answer all of your questions and help you achieve your research goal. There are two main types of primary research, qualitative and quantitative research. Qualitative methods have the goal of understanding relationships and ideas, and thoughts and feelings, and require extensive analysis to understand and present the results as they are subjective. Quantitative methods revolve more around the affirmation of facts, approximates, predictions and relationships and the analysis is mostly statistical and descriptive. The main goal of quantitative research is to acquire information in order to (1) make precise predictions about the relationships between market factors and behaviours, (2) gain detailed insight into those relationships, (3) confirm relationships, and (4) test hypothesis (Hair, Bush and Ortinau, 2009).

Survey research has proven over the years to be the most popular method of gathering quantitative primary data. Survey research is the method of designing a questionnaire to gather facts, opinions and attitudes (McDaniel and Gates, 2001). There are different types of surveys such as mail surveys, internet surveys, telephone interviews and personal interviews. Mail and internet surveys require the design of a questionnaire.

The idea for an online (emailed) survey questionnaire was proposed in order to market to and find out from past students, being possible applicants, what their opinions and thoughts are on the new Master's programme of IPM. Because of the complexity of such a task, the TAMK Consulting Academy (TCA) students were assigned to design the survey under my supervision.

### **4.1 Creating the Survey**

The assignment was presented to the TCA students as an opportunity to assist in the creation of the new programme by creating an instrumental survey with appropriate questions and then analysing the results of the survey. It was highlighted that the survey should:

- Serve the purpose of marketing, as well as research

- Encourage positivity
- Provide us with background information of the respondents, such as age, gender, and work experience
- Provide us with an idea of what the respondents' opinions are of the future of their industry
- Inform us about whether or not there is an interest for further education in general and specifically in our Master's programme in IPM
- Help us understand what skills people are really looking for in order to move forward in their working life.

#### 4.2 BBA Alumni

In context, alumni are graduates from an institution of higher education. They are usually requested to join the Alumni committee of the institution for the purpose of reunions, social opportunities and networking, assistance in research, surveys, fundraisers, and others. The alumni list available needed to be updated and all available information of past students needed to be extracted from various places and combined into one file in working order. Once completed, this list contained the names, surnames and email addresses of 225 business graduates.

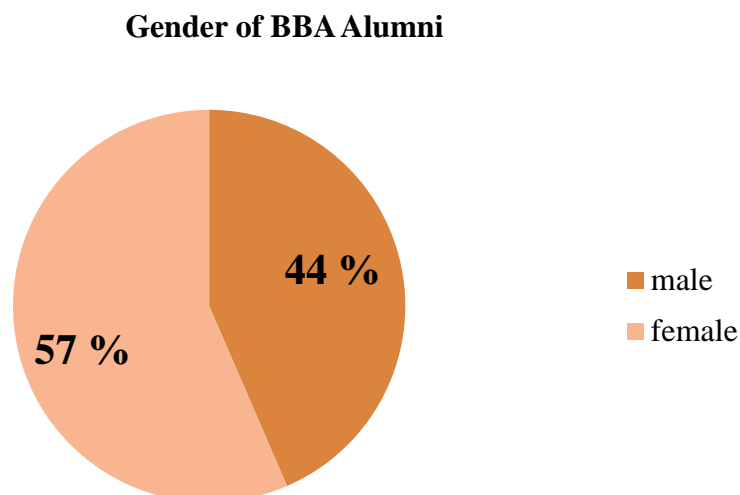


FIGURE 10 *Genders of BBA Alumni*

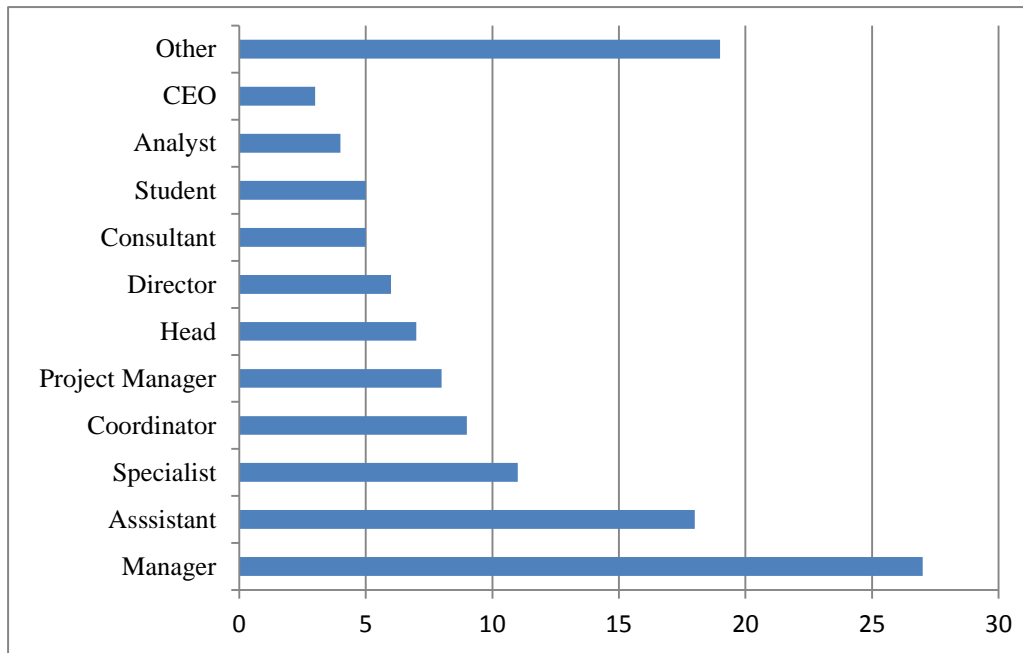


FIGURE 11 *Positions alumni are currently working as*

In Figure 11, information was gathered (from LinkedIn) from a total of 122/233 of the alumni about their current positions in their working life. This information was obtained in order to find out if these are truly the kind of people we are looking for, or who should be completing our survey. What was interesting was that the larger majority of them were, in fact, managers. The section “Other” comprised of editors, accountants, founders, executives, representatives, and more specific titles. Knowing their positions alone would not clarify whether or not they were holding these positions in suitable fields; therefore the graph below is a display of their fields of work.

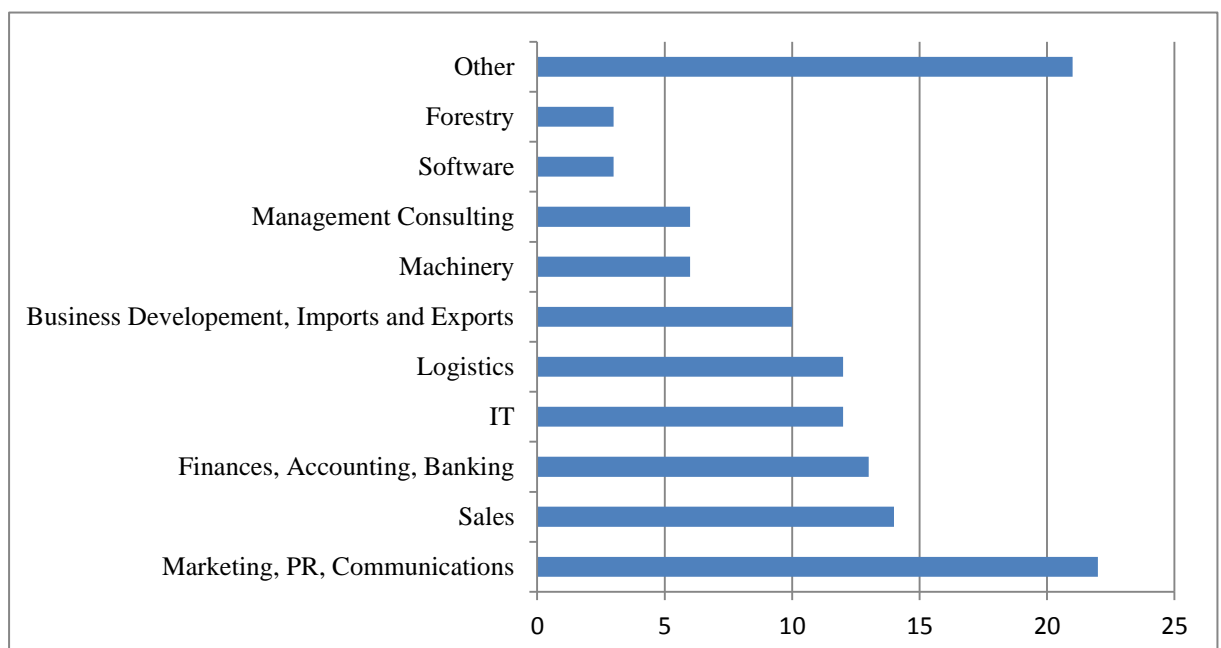


FIGURE 12 *Fields alumni are currently working in*

Figure 12 displays the fields these (122) alumni members are currently working in. It is clear to see that majority of these fields are related to international business, the top fields being marketing and communications, sales, financial accounting, IT, logistics, and business development. After gathering this information, which proved a positive outcome, it was certain that these were the kind of people we would like to have in our degree programme.

Our degree programme would most likely not have been able to manage a schedule that would be able to cater for those who are not located in Finland, at least not in the initial phases, as designing a functional online course is a time-consuming and expensive task for lecturers who have only just created their initial drafts for their course content. The graph below shows the current location of the same 122 alumni we were able to get information from.

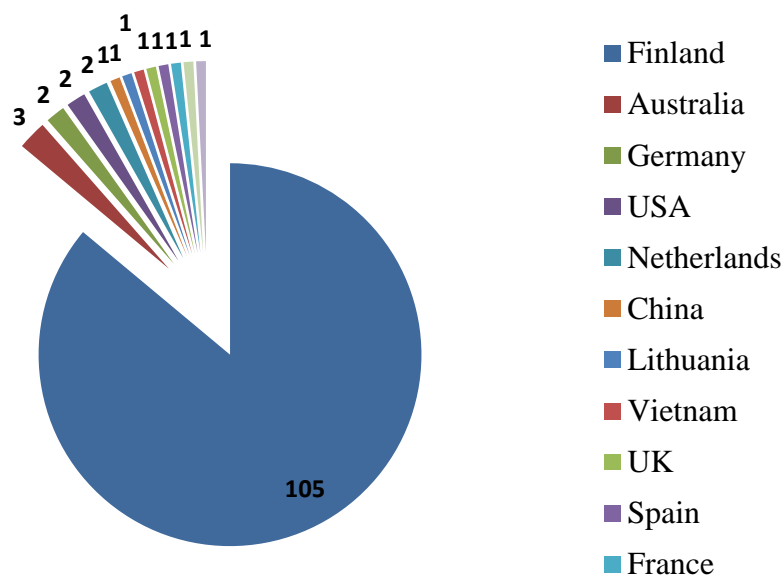


FIGURE 13 *Current locations of IB alumni*

#### 4.3 Results of the Survey

The survey was sent via email to all addresses on the list, initially on 13<sup>th</sup> March 2014, and again as a reminder on 20<sup>th</sup> March 2014. The deadline mentioned to all recipients was 25<sup>th</sup> March 2014. By this date, 77/233 responses were received. The sections of the survey can be divided into background information, employment, and education.

### 4.3.1 Background information

The following are bar graph displays of the background information requested from all respondents.

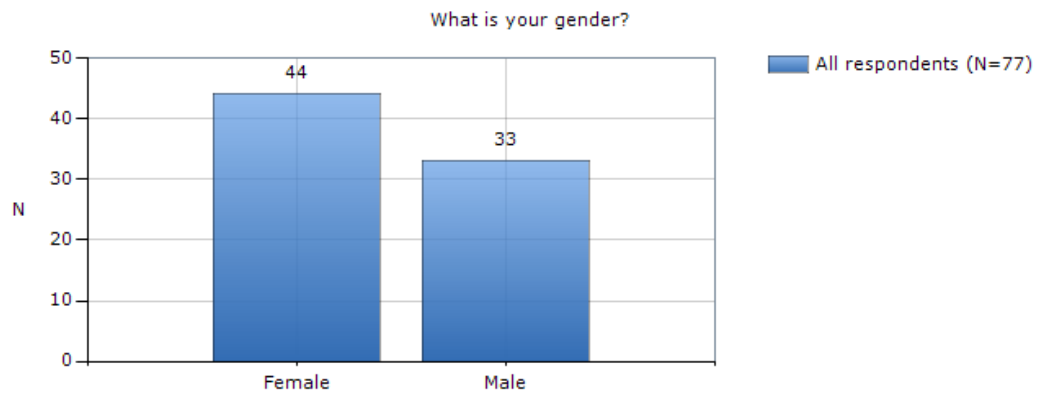


FIGURE 14 *Genders of total respondents*

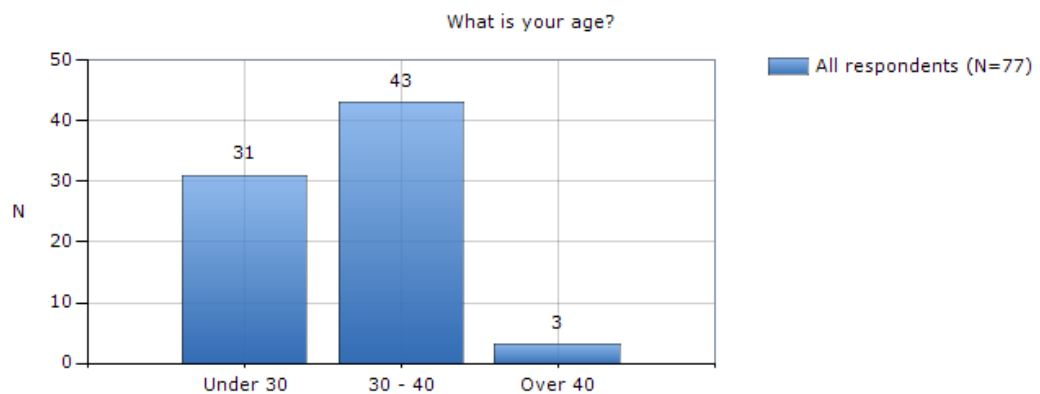


FIGURE 15 *Age groups of respondents*

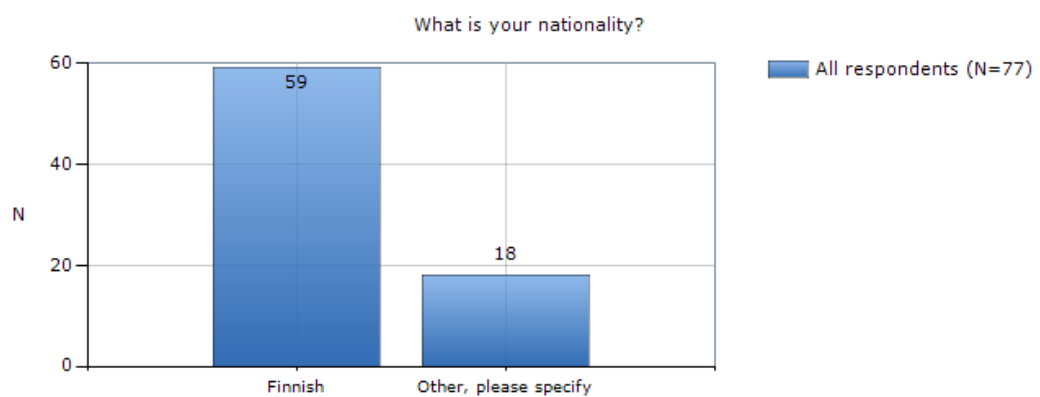


FIGURE 16 *Nationality of respondents*

Figure 16 shows that 77% of respondents are Finnish. Those who selected “Other” were asked to specify their nationalities. The results were the following:

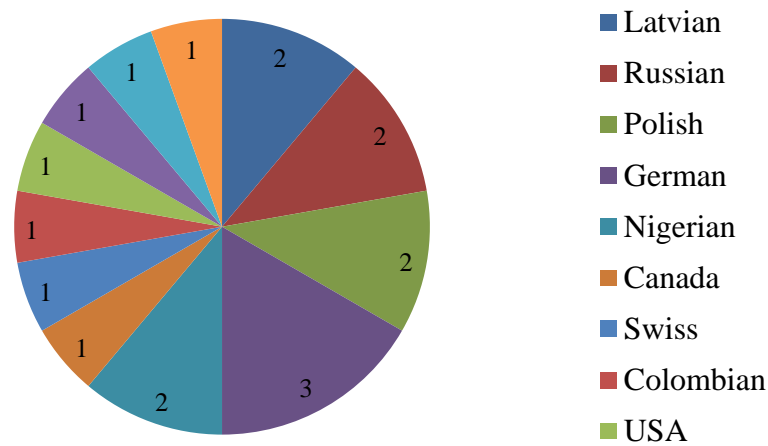


FIGURE 17 *Non-Finnish respondents' nationalities*

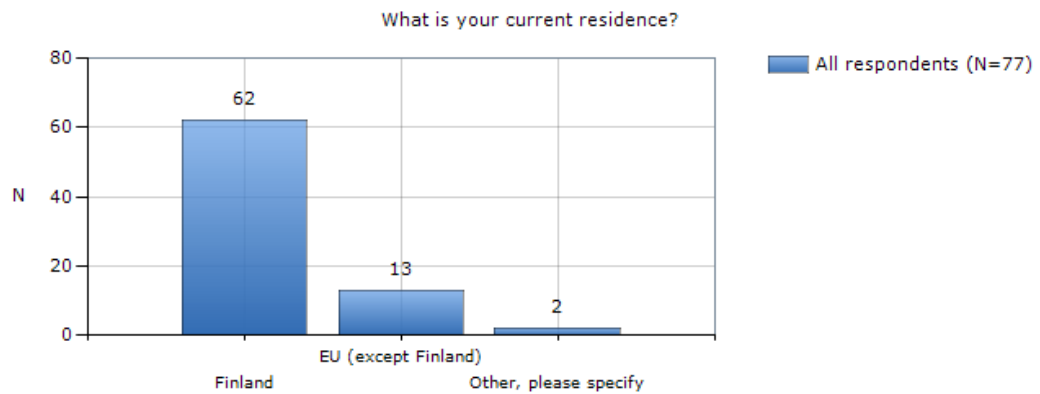


FIGURE 18 *Current residences of respondents*

In Figure 18, we can see that 81% of the respondents are currently living in Finland and 17% of them in another EU country. Those who selected “other” are currently living in USA (1) and in China (1).

#### 4.3.2 Employment

Respondents were asked a few questions about their working life. The questions and answers were as follows:



FIGURE 19 *Respondents current employment status*

Of the 7 respondents that selected the “Other” option in Figure 19, 3 were currently studying, 2 were self-employed, 1 was on maternity leave and 1 was a stay at home mother (which should have counted as unemployed).

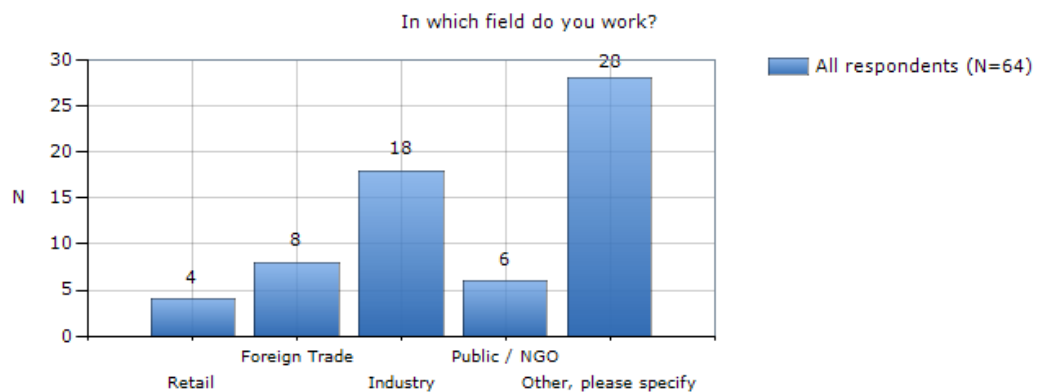


FIGURE 20 *Field in which employed respondents work*

In Figure 20, we can see that the total number of respondents for this section is 64. This is because only those who selected that they were “employed” on the previous question were given the option to answer this question. Unfortunately, our categorization did not work as hoped. There were too few options, and also, respondents were unable to connect their field of work to these categories. For example, a respondent working in the field of education did not select the “Public/NGO” option, and instead selected “Other”. This happened with a number of responses which varied from “Hairdresser” to “Entertainment”, as well as other areas in between such as Finance, Marketing, and IT.

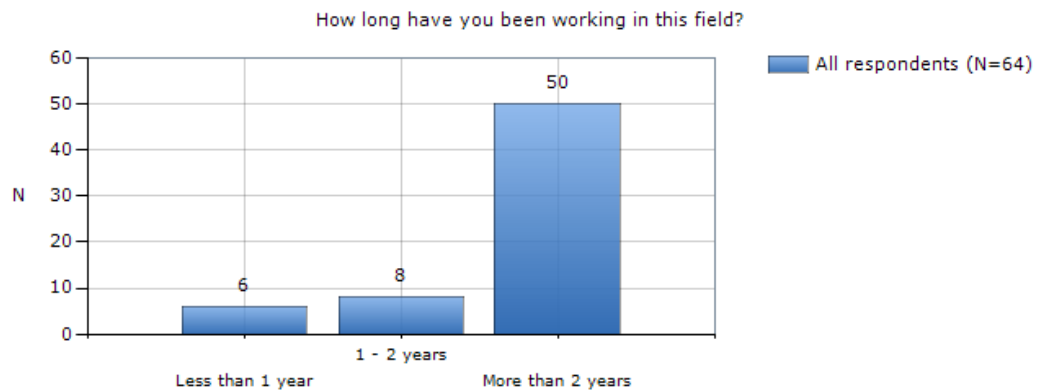


FIGURE 21 *Period of time respondents have been working in their respective fields*

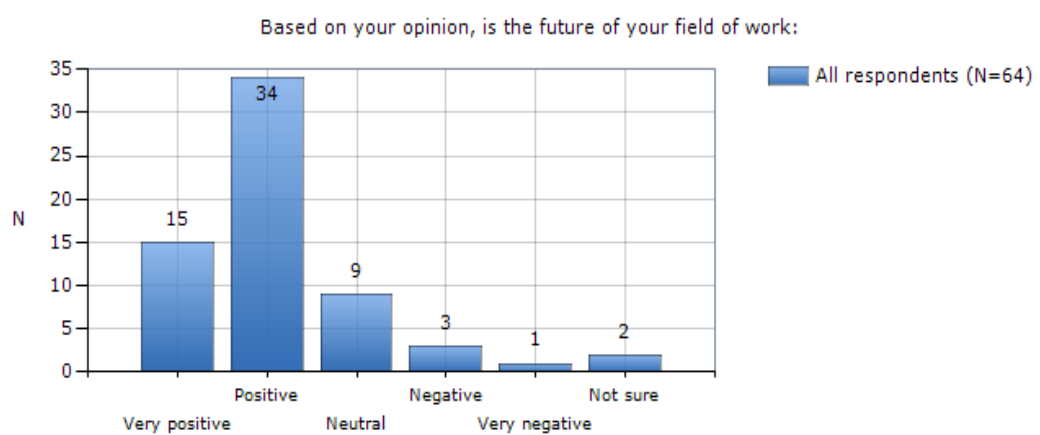


FIGURE 22 *Respondents' opinions on the future of their field of work*

In Figure 22, 77% of respondents were either 'positive' or 'very positive' about the future of the field they are currently working in.

### 4.3.3 Education

Respondents were asked about their BBA degree, and also about their ideas for the future. This section was by far the most important, for the simple reason that one of our goals was to find out whether people would be interesting in studying further and if our programme was of interest to BBA graduates, and the results proved to be most useful in identifying who our target applicants are.



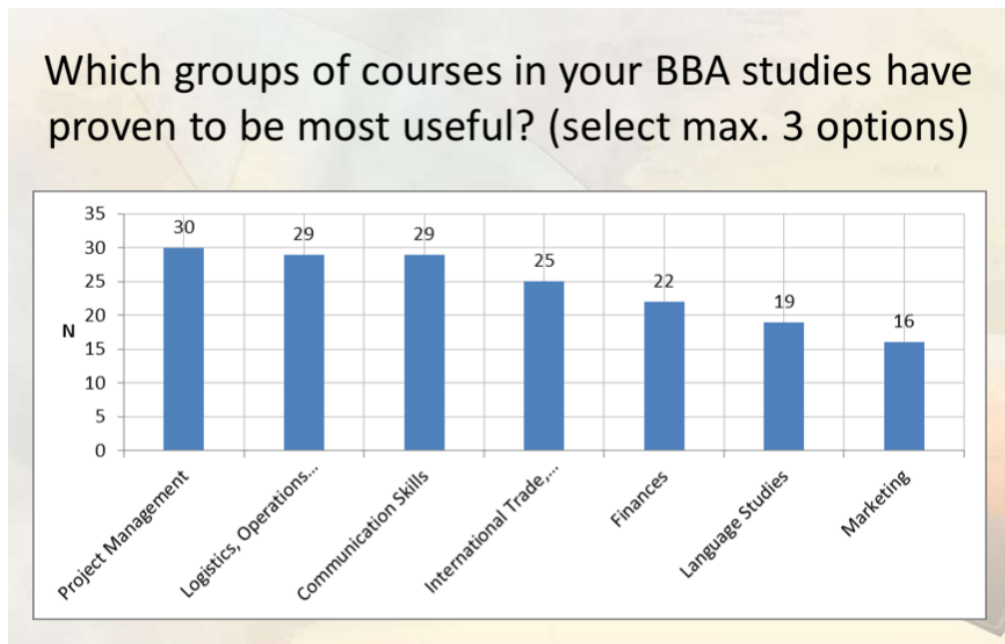


FIGURE 23 *BBA courses respondents found to be most useful*

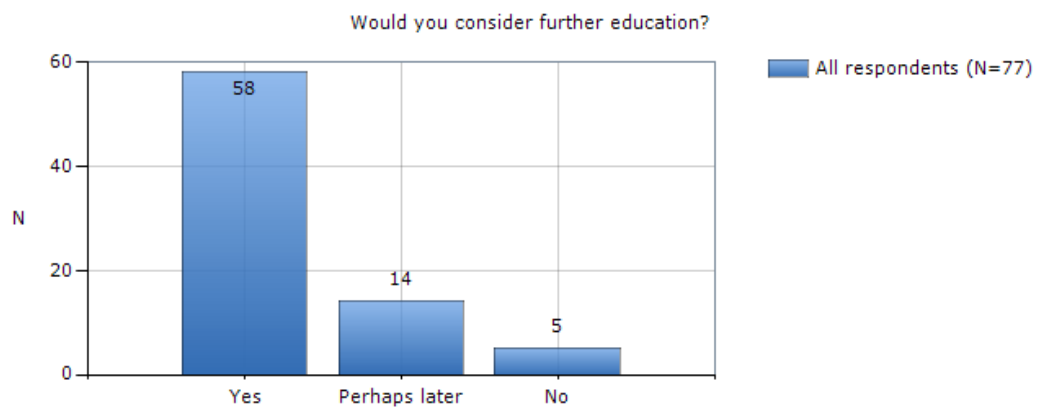


FIGURE 24 *Graph display of whether respondents are interested to study further*

All of the respondents who answered “no” to the question in Figure 24 were asked to give a reason. All of the 5 respondents stated that they already had Master’s (or Ph.D.) degrees. Only those who answered “yes” or “perhaps later” (73) were asked the questions that followed. As this question was of particular interest, we decided to cross-tabulate this result with those of age, gender, and respondents opinions of the future as follows:

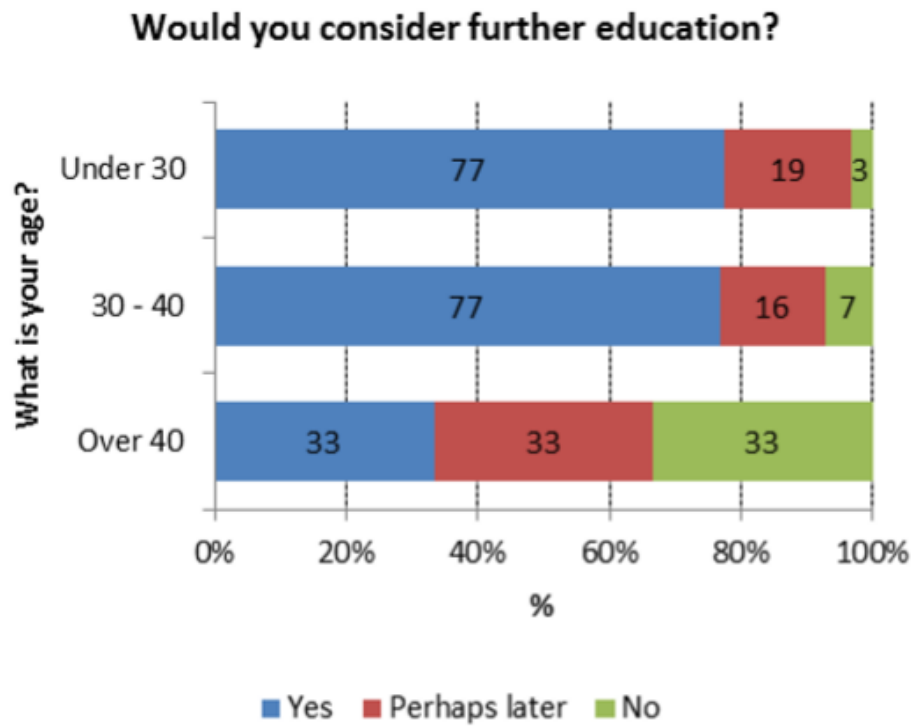


FIGURE 25 Cross-tabulation, 'Age' Vs. 'Would you consider further education'

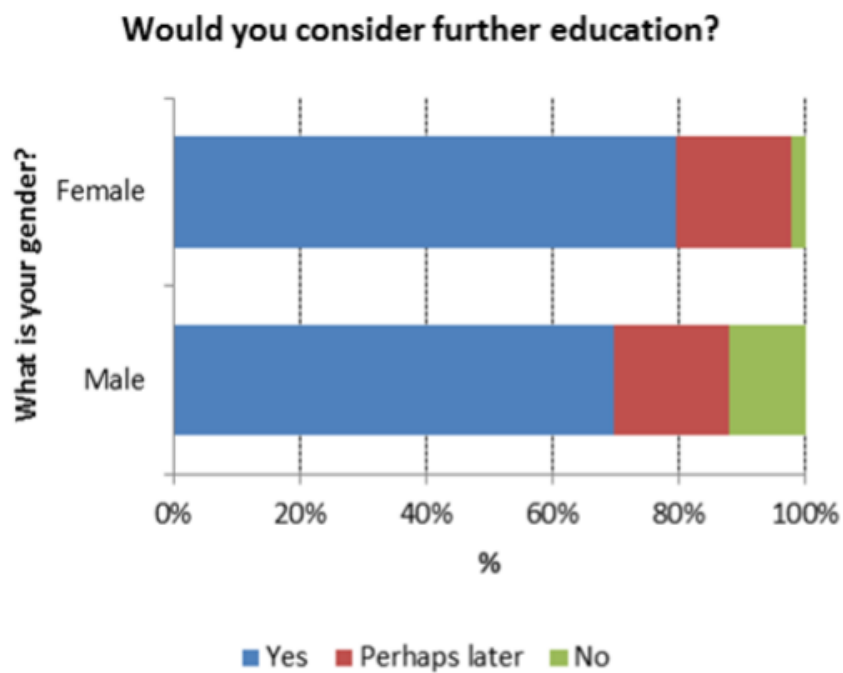


FIGURE 26 Cross-tabulation, 'Gender' Vs. 'Would you consider further education'

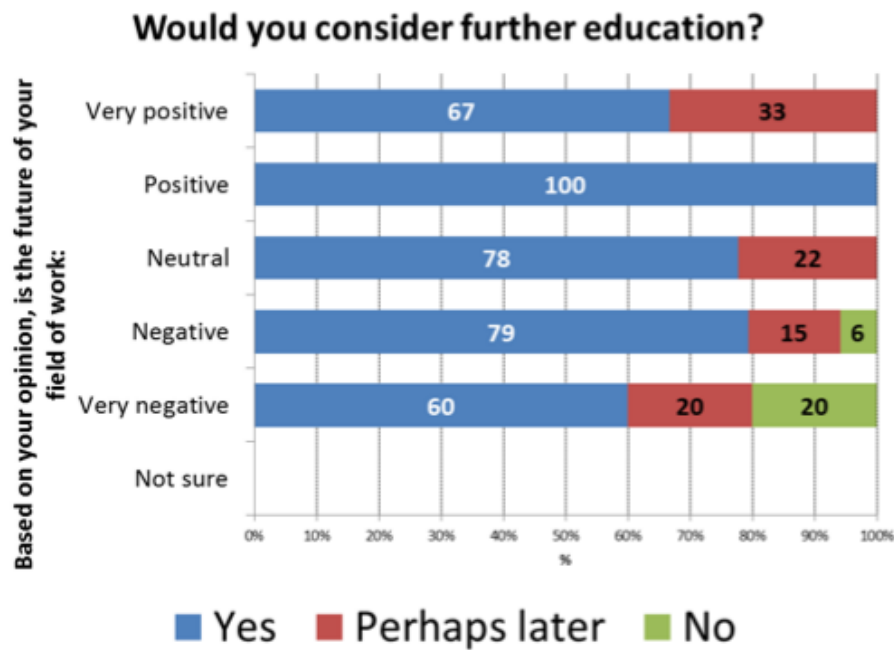


FIGURE 27 Cross-tabulation, 'Opinion of the future of your field of work' Vs. 'Would you consider further education'

From these cross-tabulations (figures 25, 26 and 27), we can see that (a) the younger the respondents, the more likely they were to consider taking their education to the next level, (b) females and males had a similar outlook towards furthering their education, however majority of the respondents who were not interested in further education were males, meaning only that mostly male respondents had already obtained a high level degree, and (c) only those who had a negative opinion on the future of their field of work were not willing to study further, yet those who had a positive opinion were considering the possibility.



FIGURE 28 Whether or not a Master's degree in IPM would be helpful to respondents' careers

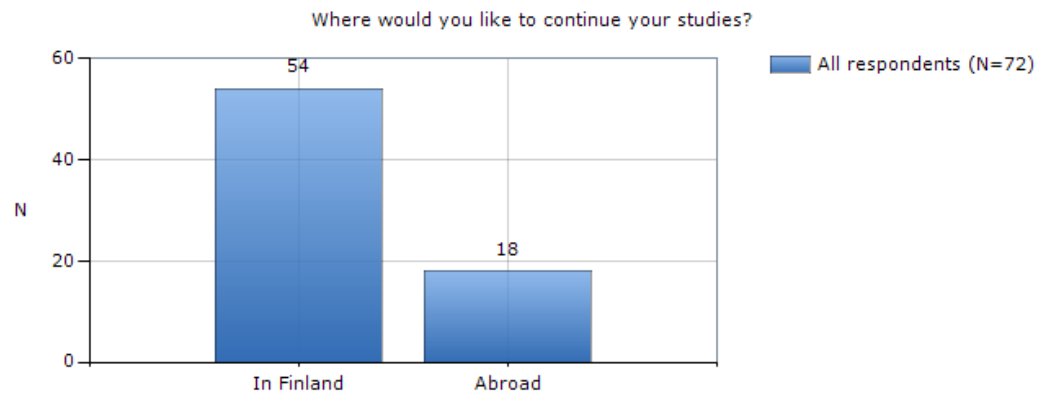


FIGURE 29 *Where respondents would like to continue their studies*

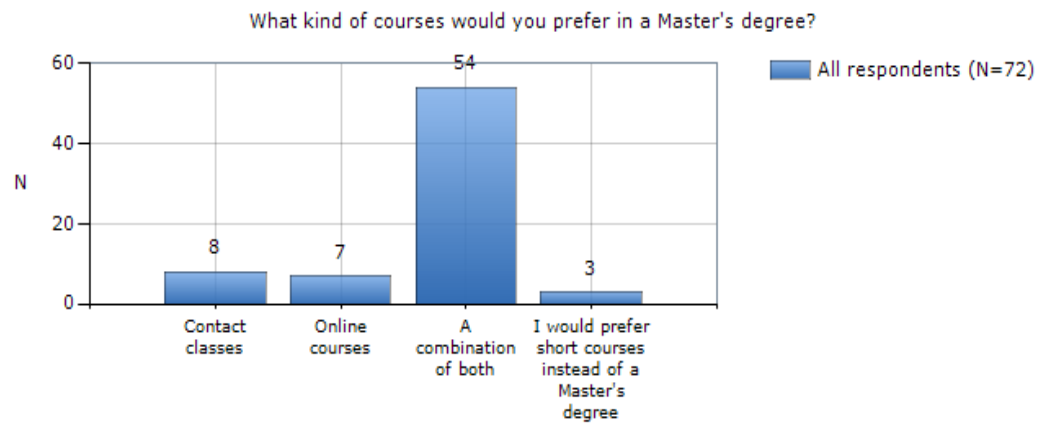


FIGURE 30 *How respondents would prefer to study (in terms of courses)*

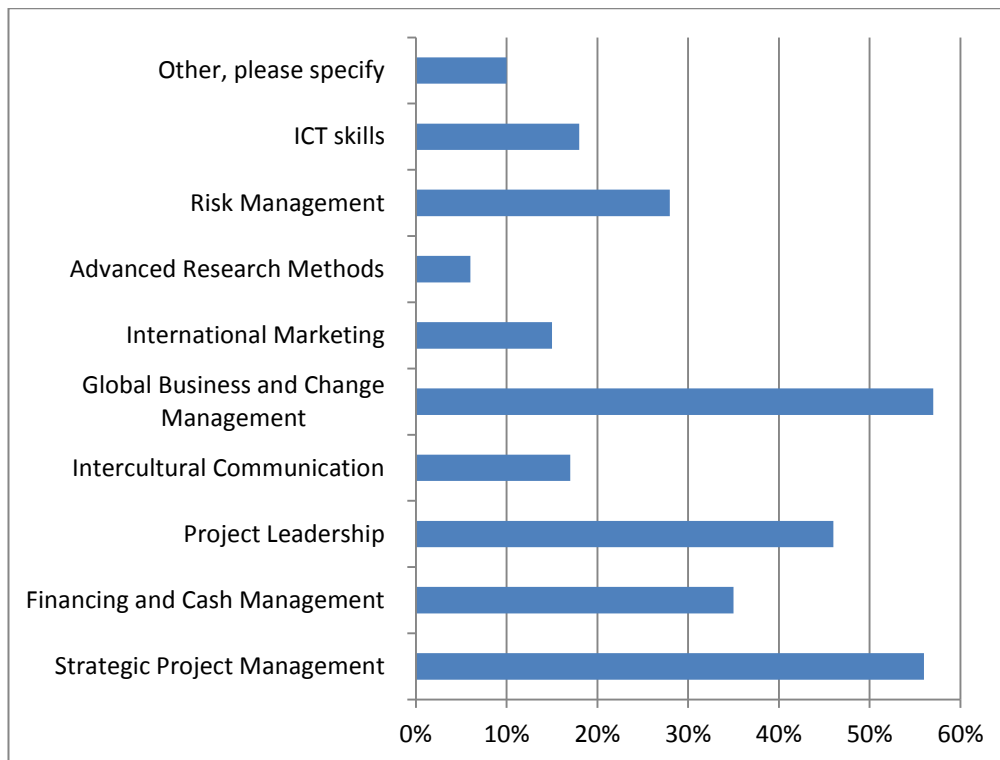


FIGURE 31 *List of courses that would help respondents move forward on their career path*

Those who selected ‘Other’ named the following:

- Basic technical engineering
- SAP courses
- Facilitation skills, team management, leadership skills, innovation management
- Sales Management
- Legal
- Sales and marketing
- Design Management

## **5 MARKETING COMMUNICATIONS**

By definition, communication is the action and movement of building a “commonness” of thought or understanding between a sender and receiver. In context with marketing, the communication is ideally an exchange of ideas that is mutually satisfying for both organisations and consumers (Czinkota and Ronkainen, 2010). In order for a communication process to be most successful, the sender needs to research the receiver before sending the message, which is the purpose of the market research covered in the previous chapters.

### **5.1 Social Media Marketing**

It was deduced, in order to gain public awareness of the programme from the required target group, that active social media interaction should be attempted. “Using Facebook as a marketing and promotional tool can be useful in driving traffic to landing pages or event registration or in promoting awareness around a product launch or special offer” (Levy, JR. 2010). For this reason, the head of the programme regularly updated his Facebook and LinkedIn mentions of the programme as he sustains a well-established Facebook and LinkedIn community comprising mostly of current and past students of business from TAMK. His updates included links to the TAMK webpage with the programmes information, as well as links to the IPM blog page.

### **5.2 IPM Blog**

The IPM blog page was created and maintained by myself with the purpose of allowing interested applicants to read interviews (held by myself with various supervisory board members and lecturers), as well as post any queries or questions they may have about the programme. Initially, the page received very little traffic, but as the interview posts increased and the application time grew nearer, the amount of questions posted exceeded expectations, and all questions were answered on a regular basis (by me).



## Q&A

Hello All!

This page is dedicated to answering any questions you have regarding the Master's degree programme in International Project Management offered at Tampere University of Applied Sciences.

Please feel free to leave a comment with your queries and keep posted on the site to find our response below.

Thank you!

FIGURE 32 'Print screen' image of the IPM blog, Q&A page layout

### 5.2.1 Greetings

The greetings page served as a home page and introduction, and the text written by the head of the programme presents in two paragraphs his opinion on global business and a brief positive outlook on what is to be offered in the programme.

### 5.2.2 Interviews

Interviews were held with various supervisory board members, as well as teachers in the programme, and their education and experience, course coverage, and opinions of topics in their knowledge area related to international project management were documented. This information was then translated into the form of an interview and regularly posted on to the blog page as they occurred, the purpose being for readers to gain insight from professional consultants, directors, managers and experienced lecturers on the reality of the international business world. A total of 6 interviews were posted onto the blog page.

### 5.2.3 Q&A

This section proved to be most interactive. Readers were able to comment with any questions they had regarding the programme and responses were prompt and accurate by making use of the following basic guidelines (Wright, 2006):

- Thank readers for their feedback
- Acknowledge the issue
- Admit where / if you've failed
- Solve any problems
- Take ownership
- Respond quickly
- Answer questions
- Be friendly and courteous
- Don't use form letters
- Follow-up on any issues or questions

A total of 21 comments were submitted on the blog entirely by readers globally, and questions regarding eligibility, the application process, required links, required documents, tuition fees, and the pre-task were answered. For more information, email addresses were provided for any further detailed queries.



## 6 OUTCOME

Being the first Finnish university of applied sciences to introduce a Master's degree programme in International Project Management, yet still being in competition with many other Finnish universities with Master's programmes in other business areas, we were not sure what to expect. Our programme received an overwhelming 170 applicants. This is more applications than any other Master's degree in TAMK has ever received. To put this in perspective, many of the other available Master's degree programmes have barely received enough applicants to fill the minimum requirements. The offices in charge of administrations processed these applications and were left with a total of 79 eligible applicants. These applications were then sent to the head of the programme to be analysed and examined in order to determine, based on experience, pre-task, and education, which of these applicants would be called in for an interview. TAMK can accept only 25 applicants to this programme, and the aim of the analysis was to find 50-60 applicants out of the total eligible applicants to be interviewed. A basic analysis of the type of applicants we received is shown in the following chapter. Any further details about applicants (and their applications) are confidential information.

Of the 79 eligible applicants, it was decided (in order to prevent breaching confidentiality) that their gender, age group, nationality, education and employment status would be analysed on an anonymous basis.

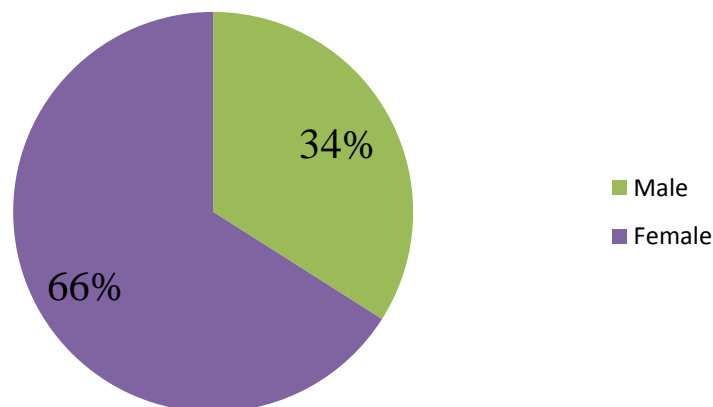


FIGURE 33 *Gender of eligible applicants*

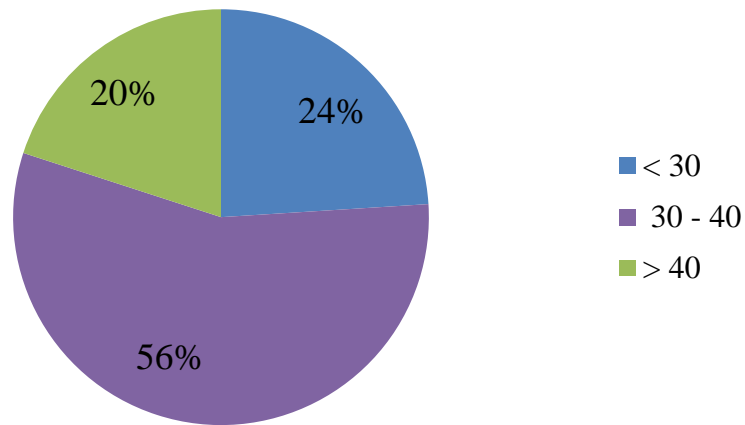


FIGURE 34 *Age of eligible applicants*

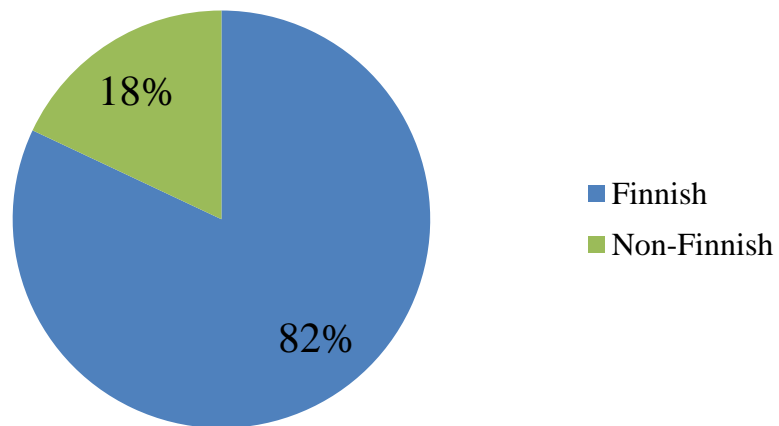


FIGURE 35 *Nationality of eligible applicants*

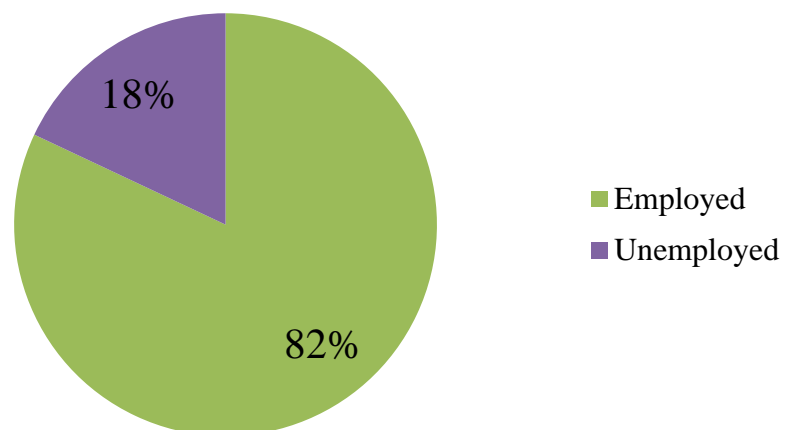


FIGURE 36 *Employment statuses of eligible applicants*

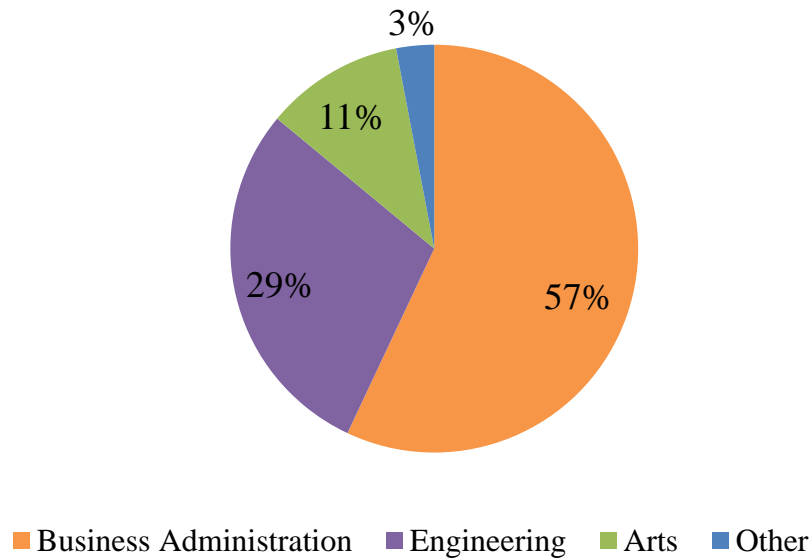


FIGURE 37 *Educational fields of eligible applicants*

From the graphs above, we can form an ‘average’ applicant by combining the clear majorities. This ‘average’ applicant is a Finnish female, between the ages 30 and 40, who has studied Business Administration, and is currently employed.

The relevance of this information is simple; if we are able to identify the applicants who have shown interest in our programme, we can better target them in the future. It is also reasonable to assume that the reason the majority of applicants are Business Administration graduates is due to the primary research done through the survey sent to the BBA alumni of TAMK.

Once analysing all the applications and required pre-tasks, a total of 55 applicants were invited to be interviewed on the 16<sup>th</sup> May 2014. Based on these interviews, applicants will be given an assessment and 25-30 applicants will be accepted to study our IPM Master’s programme.

## 7 SUMMARY, CONCLUSION AND RECOMMENDATIONS

The ultimate goal of this research was to create a Master's degree programme in IPM that would be successful in attracting attention from a large amount of applicants. In order to accomplish this goal, an innovative aspect was created by conducting primary and secondary marketing research and communication efforts.

The secondary research of benchmarking proved to be very useful by providing the head of the programme with a clear prospect of what topics are covered in high ranking Master's programmes of PM in universities globally. The topics covered by the majority included Risk Management, Financing and Accounting, Project Leadership, Strategic Project Management, amongst others. From this, a curriculum draft was created and teachers presented their ideas for their course content and results. This provided the opportunity to use the main components of a typical Master's programme in PM, as well as apply innovative ideas and include topics of relevance in this time where PM is becoming internationally recognised for its true value.

The primary research of designing a survey, acquiring and analysing the information of our assumed target group (TAMK BBA alumni), sending the survey via email, and analysing the results helped answer any questions we required answers to. Majority of the results of the survey had very little real impact on the content or function of the programme as the curriculum draft was already in progress, however, it helped identify / confirm our target applicants, provide tools for any desired changes in the future, as well as spread the word to the alumni about our programme while allowing them to participate in and contribute to the creation.

The marketing communication efforts proved to be highly successful, as communication is ultimately what allows those potential interested to receive our message. A blog page was created, maintained by myself, which received a lot of traffic through comments on the page and emails from people who had received contact information from the page. The head of the programme regularly updated his social media statuses (Facebook and LinkedIn) with links to various sites (including the blog page, the TAMK webpage, and articles about the programme) containing information about the programme. We did not have a large budget, if any, for this sector, and this approach worked better than expected.

The outcome of all above-mentioned efforts was record breaking. The IPM programme received more applicants than any other Master's degree programme in TAMK has ever received. The ratio of applications received and number of applicants we can accept was 6.8:1. This means that for every position available in the programme, we received 6-7 options to filter through and pick out the best according to the criteria set by the head of the programme.

My recommendations for the future would be for those managing the programme to be more proactive. This research was a more reactive approach to the design and creation of the programme, by seeing what is already available and sending the survey to the alumni (people we already have information from), however, this is because it was the year of introduction. Once the programme has established itself further, upcoming topics should continuously be researched and satisfaction surveys could be sent and analysed. The idea of this suggestion is that the programme maintains a high level of interest and is updated regularly and proactively in order to ensure that the topics covered are relevant and the content remains truly valuable to students.

Another area of interest is the number of foreign (non-Finnish) students. The percentage of Finnish BBA Alumni (86%) and Finnish eligible applicants to IPM (82%) can prove to be a pattern if closely examined in the future. As this programme is based on PM on an international level, it would be of TAMK's best interest, and is one of their development areas, to attempt to further attract more foreign applicants in the future.

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## APPENDICES

### Appendix 1. Eduniversal Best Masters Evaluation Criteria

1 (3)

The Eduniversal Best Masters Ranking is the only « Ranking » which evaluates the programs of Business Schools and not the institutions, through the approach by sector and the market criteria only.

#### The Ranking announced in 2 parts:

- On the 12th of October 2013, the programs which have been nominated are published on the official Ranking website and announced during the 5th Eduniversal World Convention in Bangalore, China. The final Ranking results are filed with a bailiff.
- The detailed results and rankings of the Best Master programs in 30 majors will be released on December 24, 2013.

The Eduniversal Best Masters Ranking can be considered today as a true assessment criterion, which allows students to refine the choice of their future education. Concerned with rigidity and legitimacy, the Eduniversal Evaluation System has defined the following Methodology to rank the Best Masters worldwide:







#### Three principle criteria are at the source of the Best Masters Ranking:

- the reputation of the program,
  - 2,5 pts are given by SMBG-EDUNIVERSAL firm according to the opinions of HR managers;
  - 2,5 pts are given according to the number of the Eduniversal Palmes of the school.
- the salary of the 1st employment,
  - This information is provided by the schools and universities and verified by EDUNIVERSAL;
  - To take into account the differences between countries, the salary is indexed to the average annual salary per inhabitant;
- the satisfaction of the students,
  - This criterion is an essential part of the added-valued of the Ranking;
  - The survey, comprised of 11 questions, is send by e-mail to recent graduates regarding their satisfaction with their completed programs. A mark is given when at least 10% of the students have answered the survey.



Bonus Points

2 (3)

 + 0,10 points Number of different nationalities in the program	 + 0,25 points If more than 10% of students answer the survey
 + 0,25 points Possibility to do an internship or to work abroad	 + 0,15 points Continuing education and distance learning
 + 0,15 points If students are from at least 3 geographical zones	 + 0,05 points Student's participation in the satisfaction survey

Ranking by stars

★	Masters with a final score of 1 to 5,99
★★	Masters with a final score of 6 to 8,99
★★★	Masters with a final score of 9 to 11,99
★★★★★	Masters with a final score of 12 to 15

**The EDUNIVERSAL International Scientific Committee**

The EDUNIVERSAL Official Selection of the 1,000 Best Business Schools worldwide is the work result of the Eduniversal International Scientific Committee (ISC) that has established a global mapping system meeting the criteria of universality and the international reputation of each academic institution.

The International Scientific Committee is composed of 11 members : 2 executive members : SMBG's managing director and Eduniversal's international coordinator; 9 independent expert members who represent the nine academic zones : Africa, North America, Latin America, Central Asia, Eurasia and Middle East, Eastern Europe, Western Europe, Far East Asia, Oceania.

The role of each member of the ISC is significant and valuable, as all of them are the guarants of the Official Selection of the 1000 Best Business Schools Worldwide. The members of the ISC are responsible for the elaboration of the EDUNIVERSAL Official Selection, monitor the Deans' Voting processes and work for the improvement of EDUNIVERSAL's Business Schools Ranking Methodology.

The International Scientific Committee meets:

3 (3)

- To modify the Official Selection, two years after the first Selection, then every four years, depending on changes and global trends;
- To publish the Eduniversal Palmes results each year based on the internalization criteria and the Deans' Vote results.

All the nine expert members are experienced and prominent personalities in the academic field of their geographical zone.

## Appendix 2. List of 25 Universities Benchmarked

Tertiary Education Institutions Benchmarked:	
<b>Western Europe:</b>	
	1. Trinity College Dublin
	2. UCD Dublin - Michael Smurfit Graduate Business School
	3. SKEMA Business School
	4. IAE Aix Graduate School of Management - Aix Marseille University
	5. Lancaster University Management School
	6. Umeå University
	7. France Business School
	8. Manchester Metropolitan University
<b>Eastern Europe:</b>	
	1. Moscow International Higher Business School (MIRBIS)
	2. Riga International School of Economics and Business Administration
<b>Far East Asia:</b>	
	1. Kyoto University
	2. Hanyang University
	3. University Sains Malaysia
<b>North America:</b>	
	1. University of Western Ontario - Richard Ivey School of Business
	2. The George Washington University
	3. University of Connecticut
<b>Africa:</b>	
	1. University of Cape Town
	2. University of Pretoria
<b>Australia:</b>	
	1. University of Queensland
	2. The Australian National University
	3. Sydney Business School, University of Wollongong
	4. RMIT University College of Business
	5. University of Southern Queensland
	6. Charles Sturt University
	7. Edith Cowan University

### Appendix 3. Alumni Survey Questions and Answers


1 (4)

#### Tampere University of Applied Sciences - Master's Degree in International Project Management




Summary report

N=77






Published: 10.2.2014

 Comparison group: All respondents




#### What is your current employment status?

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Employed	64	83,12%					
2.	Unemployed	6	7,79%					
3.	Other, please specify	7	9,09%					
<b>Total</b>		<b>77</b>	<b>100%</b>					

#### In which field do you work?

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Retail	4	6,25%					
2.	Foreign Trade	8	12,50%					
3.	Industry	18	28,13%					
4.	Public / NGO	6	9,38%					
5.	Other, please specify	28	43,75%					
<b>Total</b>		<b>64</b>	<b>100%</b>					

#### How long have you been working in this field?

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Less than 1 year	6	9,38%					
2.	1 - 2 years	8	12,50%					
3.	More than 2 years	50	78,13%					
<b>Total</b>		<b>64</b>	<b>100%</b>					

**Based on your opinion, is the future of your field of work:**

2 (4)

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Very positive	15	23,44%					
2.	Positive	34	53,13%					
3.	Neutral	9	14,06%					
4.	Negative	3	4,69%					
5.	Very negative	1	1,56%					
6.	Not sure	2	3,13%					
<b>Total</b>		<b>64</b>	<b>100%</b>					

**Which groups of courses in your BBA studies have proven to be most useful? (select max. 3 options)**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Finances	22	28,57%					
2.	Marketing	16	20,78%					
3.	Economics	13	16,88%					
4.	Logistics, Operations Management	29	37,66%					
5.	Project Management	30	38,96%					
6.	Mathematics, Statistics	1	1,30%					
7.	Law	4	5,19%					
8.	International Trade, International Marketing	25	32,47%					
9.	Language Studies	19	24,68%					
10.	Management Consulting	11	14,29%					
11.	Communication Skills	29	37,66%					
12.	Technological Skills	13	16,88%					
13.	Other, please specify	6	7,79%					

**Would you consider further education?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Yes	58	75,32%					
2.	Perhaps later	14	18,18%					
3.	No	5	6,49%					
<b>Total</b>		<b>77</b>	<b>100%</b>					

If not, why?

3 (4)

**Would a Master's degree in International Project Management be helpful in your future career?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Yes	28	38,36%					
2.	Maybe	33	45,21%					
3.	Not in my present job	12	16,44%					
<b>Total</b>		<b>73</b>	<b>100%</b>					

**Where would you like to continue your studies?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	In Finland	54	75,00%					
2.	Abroad	18	25,00%					
<b>Total</b>		<b>72</b>	<b>100%</b>					





**What kind of courses would you prefer in a Master's degree?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Contact classes	8	11,11%					
2.	Online courses	7	9,72%					
3.	A combination of both	54	75,00%					
4.	I would prefer short courses instead of a Master's degree	3	4,17%					
<b>Total</b>		<b>72</b>	<b>100%</b>					



**What courses would help you to move forward on your career path? (select max. 3 options)**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Strategic Project Management	40	55,56%					
2.	Financing and Cash Management	25	34,72%					
3.	Project Leadership	33	45,83%					
4.	Intercultural Communication	12	16,67%					
5.	Global Business and Change Management	41	56,94%					
6.	International Marketing	11	15,28%					




4 (4)

7.	Advanced Research Methods	4	5,56%	
8.	Risk Management	20	27,78%	
9.	ICT skills	13	18,06%	
10.	Other, please specify	7	9,72%	



**What is your gender?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Female	44	57,14%					
2.	Male	33	42,86%					
<b>Total</b>		<b>77</b>	<b>100%</b>					




**What is your age?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Under 30	31	40,26%					
2.	30 - 40	43	55,84%					
3.	Over 40	3	3,90%					
<b>Total</b>		<b>77</b>	<b>100%</b>					

**What is your nationality?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Finnish	59	76,62%					
2.	Other, please specify	18	23,38%					
<b>Total</b>		<b>77</b>	<b>100%</b>					

**What is your current residence?**

	Answer	Count	Percent	20%	40%	60%	80%	100%
1.	Finland	62	80,52%					
2.	EU (except Finland)	13	16,88%					
3.	Other, please specify	2	2,60%					
<b>Total</b>		<b>77</b>	<b>100%</b>					